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AUTHOR Samuelsen, Mary Lou
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ABSTRACT

This primary social studies unit, designed to teach an awareness of the Americas, is appropriate for teaching kindergarten through third grade students about Ecuador. The activities could easily be adapted to fit Mexico and many other countries in Central and South America. Eleven basic concepts are developed in this unit. The concepts are: (1) "We live on the North American continent"; (2) "The South American continent is south of North America"; (3) "Ecuador is a country in South America"; (4) "Ecuador is a land with high volcanic mountains, valleys, a sea coast, and jungles"; (5) "The climate of Ecuador is different than Indiana"; (6) "Ecuador has different kinds of plants"; (7) "Ecuador has many different kinds of animals"; (8) "The people in Ecuador speak different languages"; (9) "The people in Ecuador may dress differently than we do"; (10) "The people in Ecuador enjoy stories and music that are different than ours"; and (11) "The flag of Ecuador is different from our flag." Activities are designed to teach each concept through a variety of teaching methods and materials. Map, art, reading, Spanish language, and cultural appreciation skills are developed. There are several attitudinal goals for this unit. These are: (1) children will have an appreciation for a different culture; (2) children will realize, that although a culture may be quite different, people have the same basic feelings and needs; and (3) children will realize that our culture is dependent on other countries for certain products. Directions for initiating and concluding the unit are suggested. In one activity, an Ecuadorian market day, the students sell items resembling those sold in an actual market in booths constructed using sheets, ladders, and chairs. The students buy items with paper money resembling Ecuadorian money. The unit concludes with patterns of a monkey, a donkey, and a parrot to cut out for use in the activities. A brief bibliography is included. (APG)

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Mary Lou Samuelsen
Ecuador- Land of Contrasts
Kindergarten- Third Grade
(Although this unit is specifically about Ecuador, the activities could easily be adapted to Mexico, and many other countries in Central and South America.)

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SUBMITTED BY: MARY SAMUELSEN
CHILDS ELEMENTARY SCHOOL
2211 S. HIGH STREET
BLOOMINGTON, IN 47401

PRIMARY SOCIAL STUDIES UNIT
AWARENESS OF THE AMERICAS
ECUADOR- LAND OF CONTRASTS

BASIC CONCEPTS TO BE DEVELOPED

1. We live on the North American continent.
2. The South American continent is south of North America.
3. Ecuador is a country in South America.
4. Ecuador is a land with high volcanic mountains, valleys, a sea coast, and jungles.
5. The climate of Ecuador is different than Indiana.
6. Ecuador has different kinds of plants.
7. Ecuador has many different kinds of animals.
8. The people in Ecuador speak different languages.
9. The people in Ecuador may dress differently than we do.
10. The people in Ecuador enjoy stories and music that are different than ours.
11. The flag of Ecuador is different from our flag.

ATTITUDES TO BE DEVELOPED

1. Children will have an appreciation for a different culture.
2. Children will realize that although a culture may be quite different, people have the same basic feelings and needs.
3. Children will realize that our culture is dependent on other countries for certain products.

INITIATING THE UNIT

1. Prepare a bulletin board of photographs, a map, and pictures. I used an enlarged picture of Pepito from the picture book "Bolivar" by Hardie Gramatky.
2. Arrange on a reading table, a display of appropriate books selected from the bibliography.
3. Prepare an environmental sense box. The box is made from a cardboard

storage carton decorated with cutouts, maps of Ecuador and South America, photographs and words in Spanish. The contents of the box include items to help students experience a culture using all their senses. Tape recordings of music, clothing, art or craft objects, musical instruments, food, spices and books in Spanish are all examples of things that could be included.

4. Prepare a slide show presentation of Ecuador.
5. Read the picture book "Bolivar" by Hardie Gramatky. Discuss the life of Pepito and how it is different from our lives.

Concept 1 We live on the North American continent

Activities

Look at a globe. Discuss what is land and what is water. Find Indiana and other states that children may be familar with on the globe. Point out the part of North America that is the United States. Ask questions such as "What is the rest of the land in North America called?"

Look at a map of North America. Relate this to the globe. Remind the children that a map is a globe on a flat surface. Point out the United States, Indiana and other states on the map.

Have the children do the first page of the Ecuador book which says, " We live on the North American continent". Have them color Indiana, red and the United States, green. Have them label Indiana and the United States.

Concept 2 The South American continent is south of North America.

Activities

Look at a globe. Find North America and the United States. Point out the South American continent. Note that the continents connect and that they are similar in size. Note the oceans that surround both continents.

Look at a map. Find North America, the United States and Indiana. Point out South America. Note the direction key. Point out that the "S" stands for south.

Have the children do page two of the Ecuador book that says, "The South American continent is south of North America." Have them color Indiana, red and the United States, green. Have them color South America, brown. Have them color the oceans blue.

Concept 3 Ecuador is a country in South America.

Activities

Look at a globe. Find North America, the United States and Indiana. Point out South America. Ask the children "What are all these different parts of South America?" Try to elicit the idea that each are different countries. Note the Equator that divides the globe in half. Note that it is only an imaginary line just as you go out of Bloomington there is not a

line that you cross. Note that the Equator goes through South America.

Look at a map. Find North America, the United States, Indiana and South America. Have the children point out the Equator. Tell them we have seen some things and pictures from Ecuador. Write the two words, Equator and Ecuador, on the board. Note the similarity. Point out Ecuador on the map and note the Equator going through the country.

Have the children do page 3 in their Ecuador books. Have them color the country of Ecuador on their maps of South America. Write on the chalkboard the words,"Ecuador is a country in South America." Have the children copy the sentence below the map.

Concept 4 Ecuador is a land with high volcanic mountains and valleys, a sea coast, and jungles.

Activities

Trace an outline map of Ecuador on acetate. Give each child a map of Ecuador as well. Put the outline map on acetate on the overhead. As the children watch, color the ocean blue and point out the coast of Ecuador. Have the children color their maps in the same way. Draw small upside-down "v's" to indicate the mountain range of the Andes with black marker. Color the desert areas light brown. Color the jungle areas, green. Have the children color their maps of Ecuador on page 4 in the same manner.

Paste an outline map of Ecuador on small squares of cardboard. Give each child one, plus a baggie of salt dough. Have the children make a relief map of Ecuador. The children may need to see a relief map prior to this activity if they are unfamilar with relief maps. When the dough is dry, have the children paint them appropriate colors.

Divide the children into four groups. Give each group a large piece of paper and chalk or markers. Have each group draw a picture of what volcanic mountains, sea coast, deserts and jungle are like. You may give each group some books with pictures of each land type if they need it. Have the children avoid putting people, houses or animals in the pictures. These will be added later. The paper may be mural size or other appropriate size for display in the room.

Find three large cardboard boxes to use as dioramas. Use one for a group of children to make a sea coast background with paints; another with a volcanic mountain background; and one with a jungle background.

On page 5 of the Ecuador book which has the words, "This is a volcano.", have the children draw a picture of volcanic mountains.

Have the children write a story of what they would do if they were living in Ecuador and a volcano near their home erupted.

On page 6 of the Ecuador book which has the words, "This is a jungle.",have the children draw a picture of a jungle.

Read "The Jungle Book" by Rudyard Kipling. A simplified version would be best for younger children.

On page 7 of the Ecuador book which has the words, "This is a sea coast.", have the children draw a picture of a sea coast.

Concept 5 The climate of Ecuador is different than Indiana.

Activities

Discuss the four seasons in Indiana. Describe spring and summer weather in Indiana. Tell the children that the weather in Ecuador is like spring or summer all year long. Discuss how snow is always on top of the mountains. Have the children tell what the weather is like on top of the mountains. Help the children understand that temperature is often determined by elevation.

Have the children write a story telling which season they would like to have all year long. Have them tell why they like that season best.

Concept 6 Ecuador has different kinds of plants.

Activities

Take a field trip to a nursery hothouse or University botany lab to see tropical plants. Note the large leaves.

Make one or more palm trees of a long empty roll of heavy paper. Carpet stores will often give you as many as you wish, free of charge. Put the long roll in a Christmas tree stand. Have the children paint or use markers to make the bark. Have the children cut large leaves out of green construction or bulletin board paper. Stuff and staple the ends of the leaves into the top of the roll. Cover the stand with green tissue paper so it does not show. These trees add a great deal to the atmosphere of a tropical country.

Bring into the classroom a selection of fresh tropical fruits. Give the children a small taste of each. Be sure to include fresh pineapple, papaya, guava and banana. These may also be included in sense box at the beginning of this unit.

Buy and prepare a platano (plantain). They can be purchased from most large food markets. They look like a large green banana, however they are never eaten raw. Using an electric frying pan, boil or fry slices of plantain. Give the children a taste of it with margarine. It is rather like a potato. This is a staple for many Ecuadorians.

Prepare or have the children help you prepare Ecuadorian baked bananas. Here is the recipe:

Cut one banana for each person lengthwise and place in an ovenproof dish. Sprinkle with brown sugar and lemon. Pop into a hot oven until bananas are soft. Meanwhile take one egg for each banana and beat until frothy. Add the grated peel of half a lemon and fold into the egg. Pour this over the bananas and allow to bake slowly. For simple baked bananas, cut lengthwise , sprinkle with brown sugar and lemon and place under the broiler for a few minutes.

Look at pictures of plants that grow in the different climates of Ecuador. Have the children draw and cut out these plants out of construction paper. Have them paint or color these plants. Glue them on the murals mentioned in Concept 4 or mount them on heavy paper and stand them in the dioramas also mentioned in Concept 4.

Concept 7 Ecuador has many different kinds of animals.

Activities

Have each child select an animal found in Ecuador that they would like to study. Using encyclopedias or other appropriate animal books, have the children write a short report about the animal. Be sure the child draws a picture of that animal as part of the report. Depending on age and ability of the children, you may need to read the information to the child. Other children could work independently. Bind or staple these reports together and include the title, "The Animals of Ecuador". This book of reports could be read by the children to the rest of the class. These animals could be included: monkeys, tapirs, anteaters, sloths, armadillos, lizards, snakes such as anaconda and bushmasters, jaguars, pumas, tigrillos, foxes, coatimundis,giant tortoises, iguanas, sea lions, fur seals. Birds such as giant condors, parrots, macaws, toucans, herons, flamingos, and jacamars could be included. The Galapagos penguins and flightless cormorants are unique to Ecuadorian-owned Galapagos Islands.

Have the children draw, color and cut out Ecuadorian animals. Paste these on the murals from Concept 4.

Have the children draw, color, cut out and mount on heavy paper, pictures of animals native to Ecuador. Stand them in the dioramas from Concept 4.

Have children make parrots from bright colored construction paper. See patterns at the end of the unit. Hang around the room from the ceiling or place on walls or bulletin boards. This makes a very nice independent center.

Have the children make a burro out of construction paper like the burro in the story of "Bolivar." See pattern at the end of the unit. Have them draw, color and cut out things they might put on a burro if they lived in Ecuador. Have them take these things out of the basket on the burro's back and explain to the class why they have included these items. This also makes a good center activity.

Have the children make a large model of a Galapagos tortoise. With a chicken wire and wood frame, cover with layers of paper mache. When the paper mache is dry, the children could paint with appropriate colors.

Have the children make a paper monkey. See pattern at the end of the unit. This makes a good art center. Tape these to the palm trees or and around the room.

Concept 8 The people in Ecuador speak different languages.

Activities

Introduce the numbers from one to ten in Spanish. Write the Spanish words next to the numbers on a chart or chalkboard. You may wish to put the numbers and Spanish words for the numbers on the bulletin board. Ask the children how old they are and have them reply in Spanish. Ask the children some simple addition or subtraction facts and have them reply using the words for those numbers in Spanish.

Introduce other simple Spanish words such as Hola (Hello), Adios (Good-bye), Amigos (Friend) and Muy Bien (Very Good). Use them as the children come into the room or leave to go home or in rewarding good work. Use these words as naturally as possible.

Stamp their completed papers with stamps using Spanish words. These can be purchased at most teacher supply stores or can be ordered

Remind the children that many Ecuadorians are Indians and speak Quechea rather than Spanish and both languages are used in Ecuador.

Invite a parent or foreign student to come to your class to teach additional words or phrases in Spanish to the children.

Show them a book in Spanish and compare the alphabet, words and punctuation of English and Spanish.

Read or have a group of children read "Hello Is Something You Can Show" in Level C of the Ginn Reading Series. Discuss how you would play with a child of your age that did not speak your language.

Have the children write a story about going to another land where they could not speak that language. How would they communicate? What would they do in school? What would be the first words they would want to learn in another language?

Concept 9 The people in Ecuador may dress differently than we do.

Activities

Bring in a costume from Ecuador if possible. A Ecuadorian student may also be available to show the native (Indian) dress.

Show pictures of people dressed in their native dress. Note that many Ecuadorians dress just as we do. "Festival Figures" put out by UNICEF has nice large colored figures of children dressed in native dress from a variety of countries. Ecuador is one of the countries represented.

Using a paper doll of boy and girl, have the children make the costume and put on the paper doll. You may wish to stand the paper doll in the diarama described in Concept 4.

Remind the children of the pictures of the women with strings of gold beads around their necks. Discuss the kind of jewelry their mothers may wear.

Concept 10 The people in Ecuador enjoy stories and music that is different from ours.

Activities

Play a recording of Ecuadorian folk music. Have the children draw a picture of something they know about Ecuador on the picture while the music plays.

Read stories from "South American Wonder Tales".

Have children write stories about some of the Ecuadorian animals they have learned about.

Have children write stories about what it would be like living in a jungle or raised in the jungle by wild animals like "The Jungle Boy" by Rudyard Kipling.

Concept 11 The flag of Ecuador is different from our flag.

Activities

Using a copy of the Ecuadorian flag, have the children color the flag. This will be page 8 of their book on Ecuador.

Discuss how the Ecuadorian flag is different from our flag. Discuss why our flag has 50 stars and 13 stripes.

Have the children write a story about why the Ecuadorian flag looks the way it does. Have the children particularly notice the emblem in the center. Ask the children what they think the emblem stands for.

CULMINATING THE UNIT

1. Have the children draw objects that a donkey in Ecuador may carry. The children should cut out these objects and put them in basket on the paper donkey.

2. Have an Ecuadorian market day. Divide the group into 4 groups. Have each group make something to sell. Some examples might be paper mache food such as bananas; gold necklaces made of macaroni sprayed gold and strung on string; salt dough animals such as parrots, toucans, turtles or monkeys; paper sack puppets of monkeys, or parrots; paper flags of Ecuador or a calendar of flags from Latin America. On Market day, set up booths for each group using old sheets and ladders or chairs. Have some children man the booths selling their product while others of the group may go to purchase items from the booths. Use paper money patterned after Ecuadorian money. Give each child some money prior to market day.

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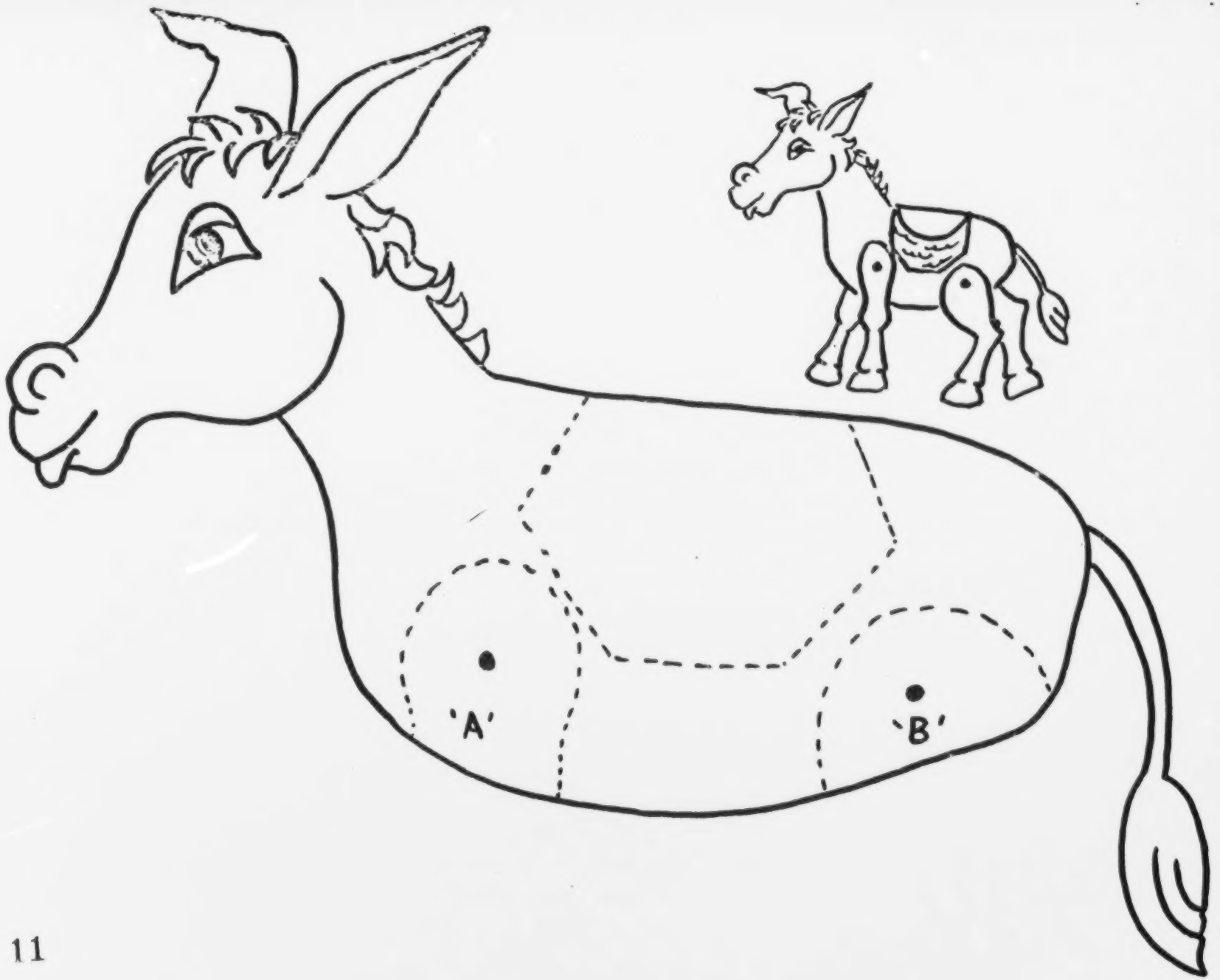


11

DONKEY.

12

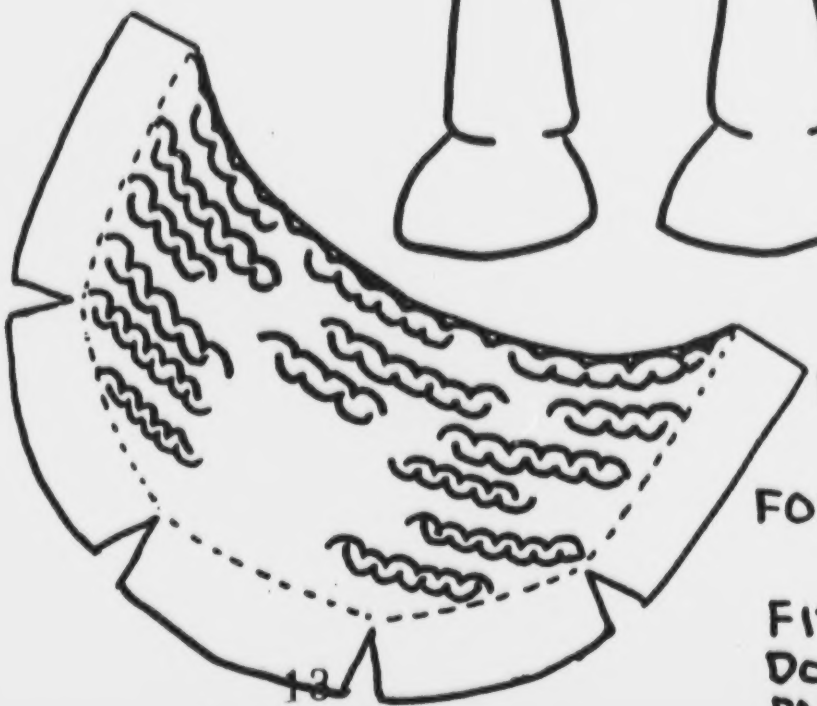
DONKEY

'A'

'B'

PLACE ONE LEG ON FRONT OF BODY... THE OTHER ON BACK.....

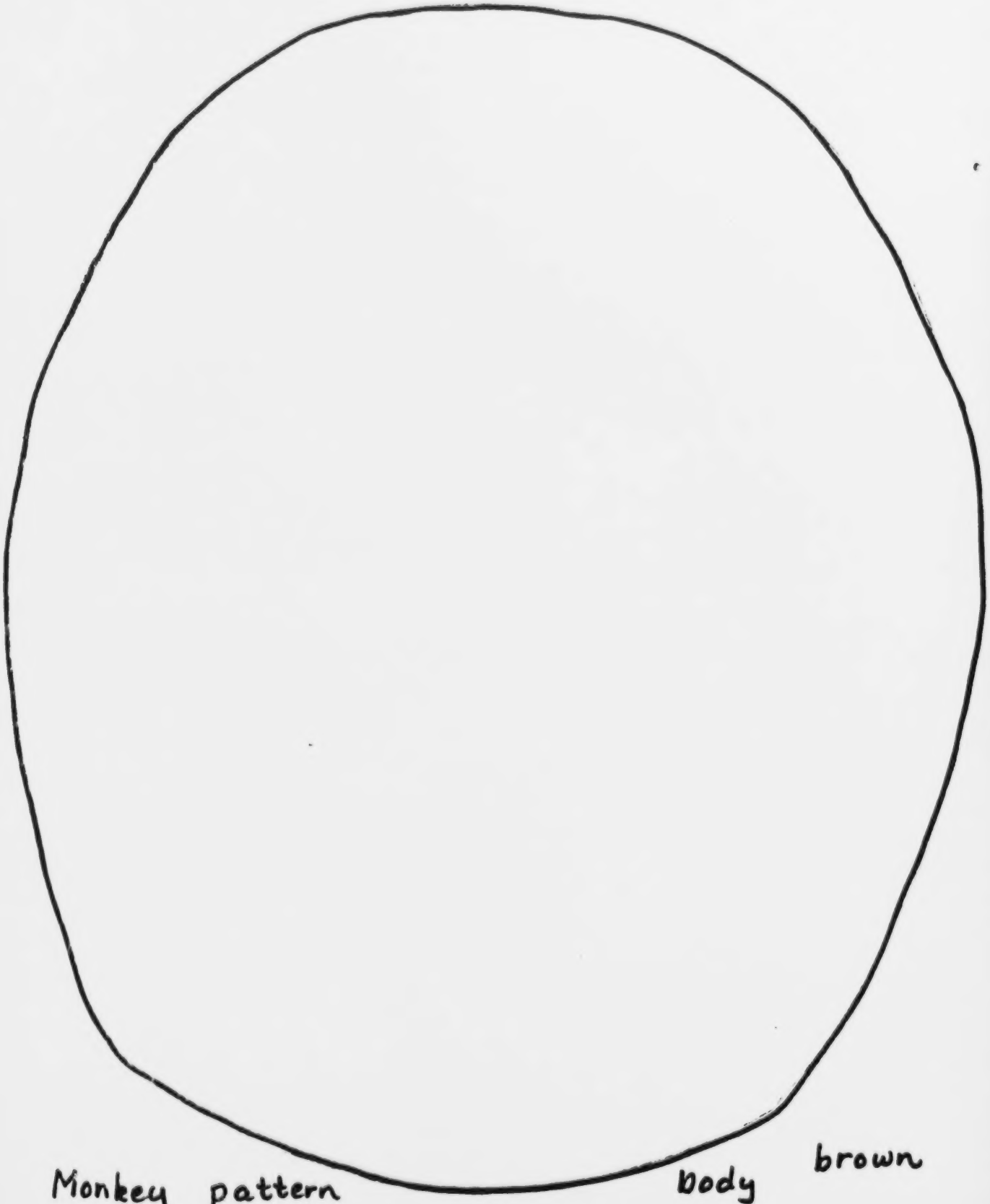
ATTACH WITH BRAD

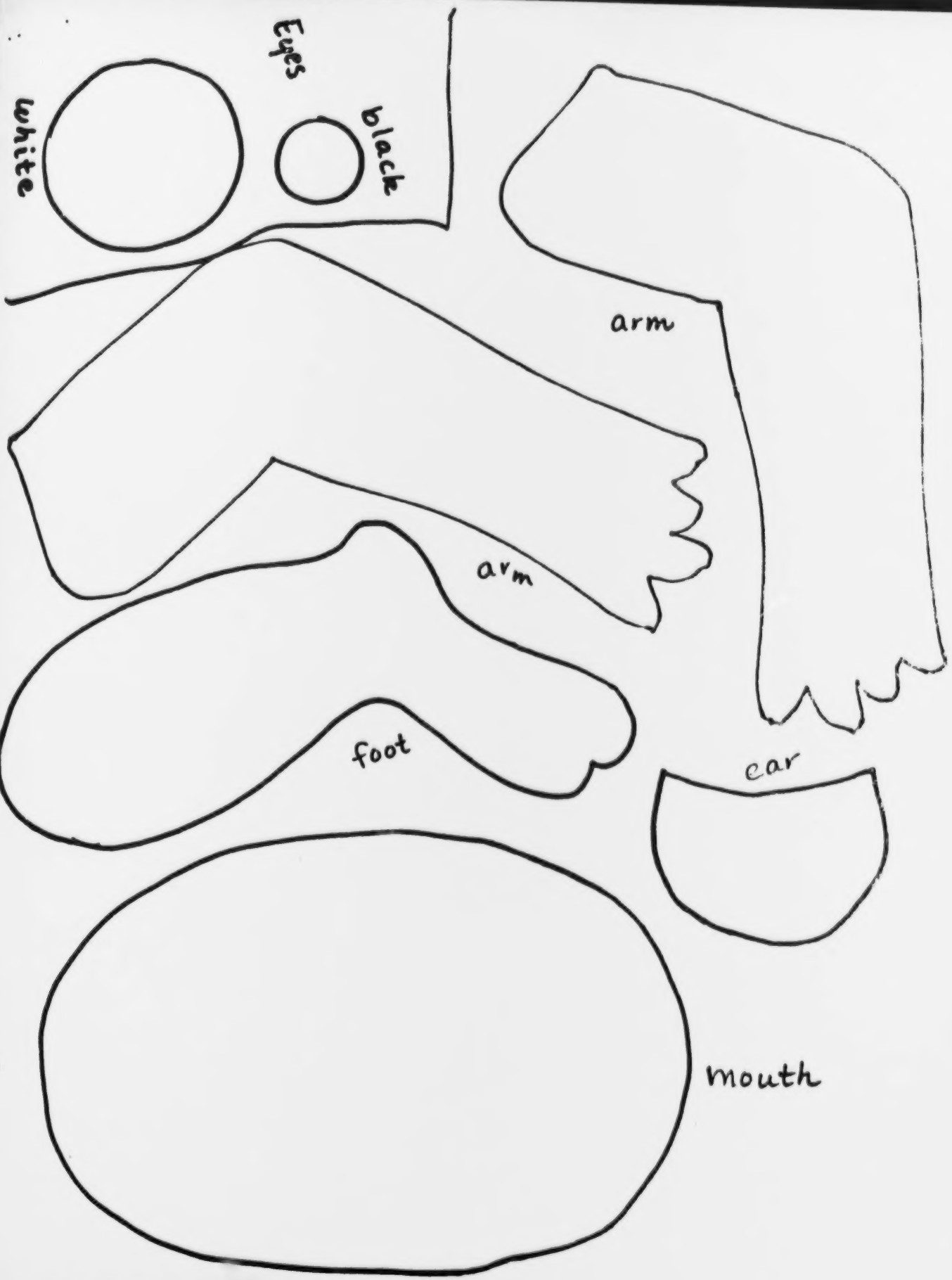


BASKET

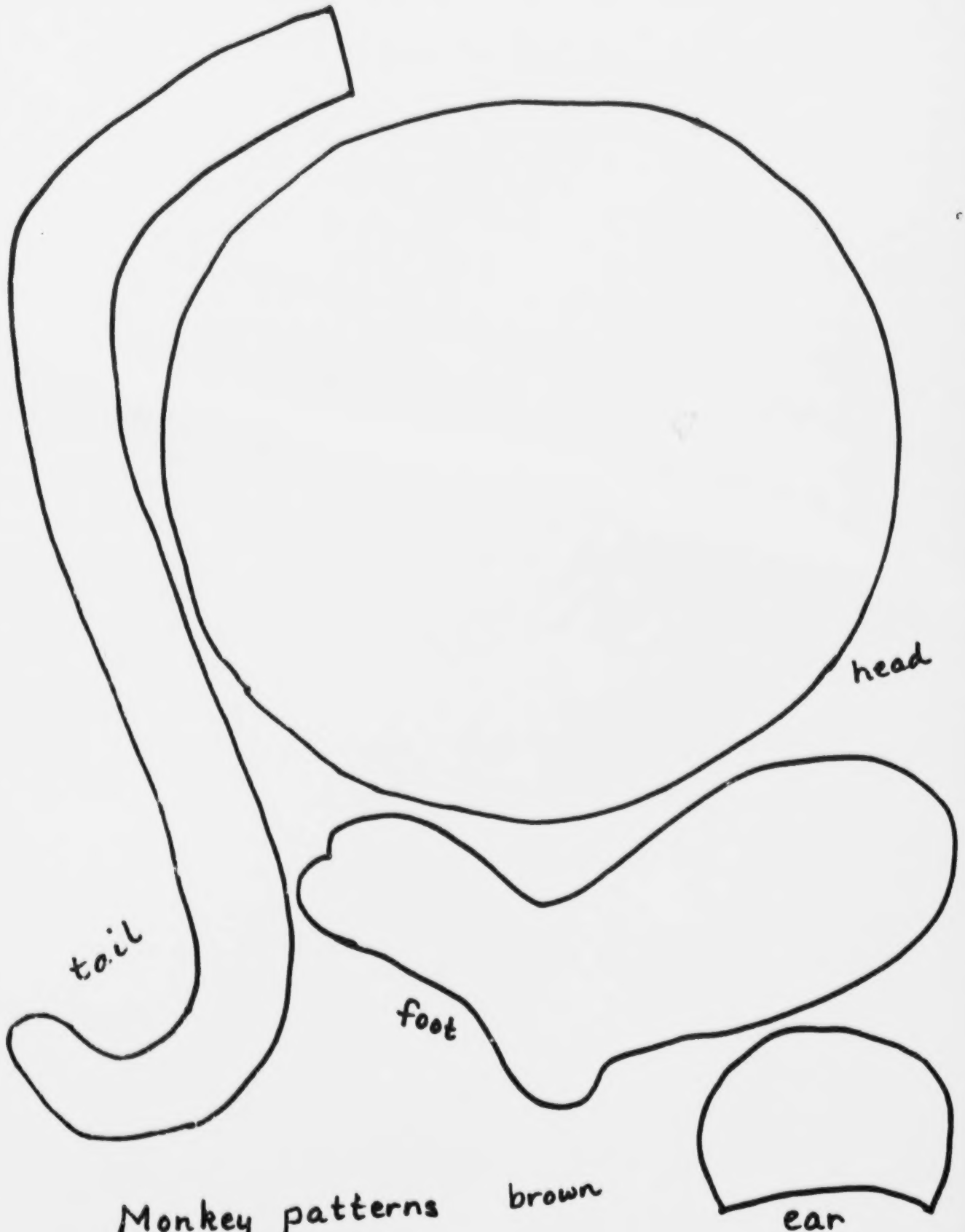
FOLD ON DOTTED LINES

FIT BASKET ONTO DOTTED LINE ON BACK OF DONKEY.. PASTE FLADS....

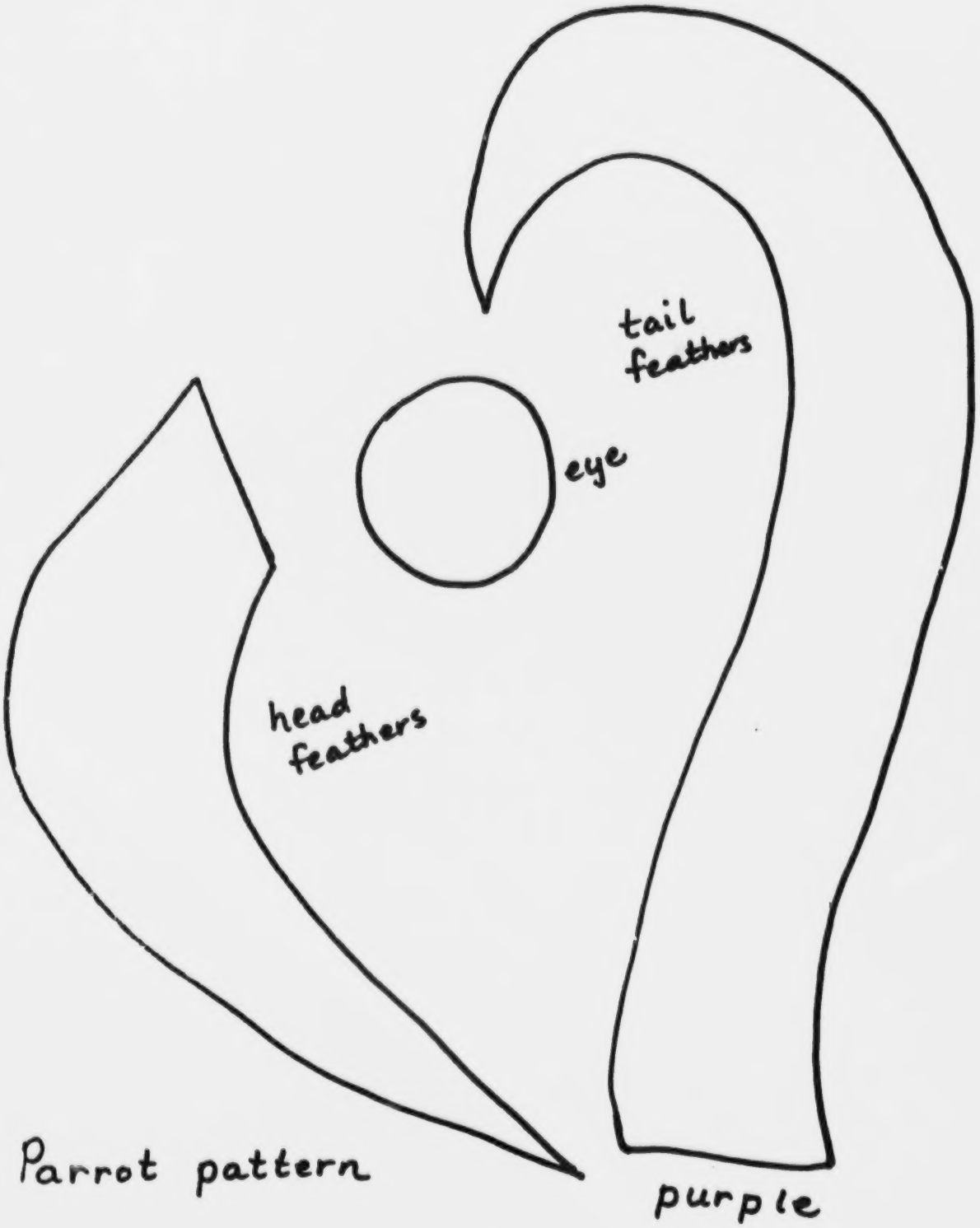

Monkey
pattern
body
brown

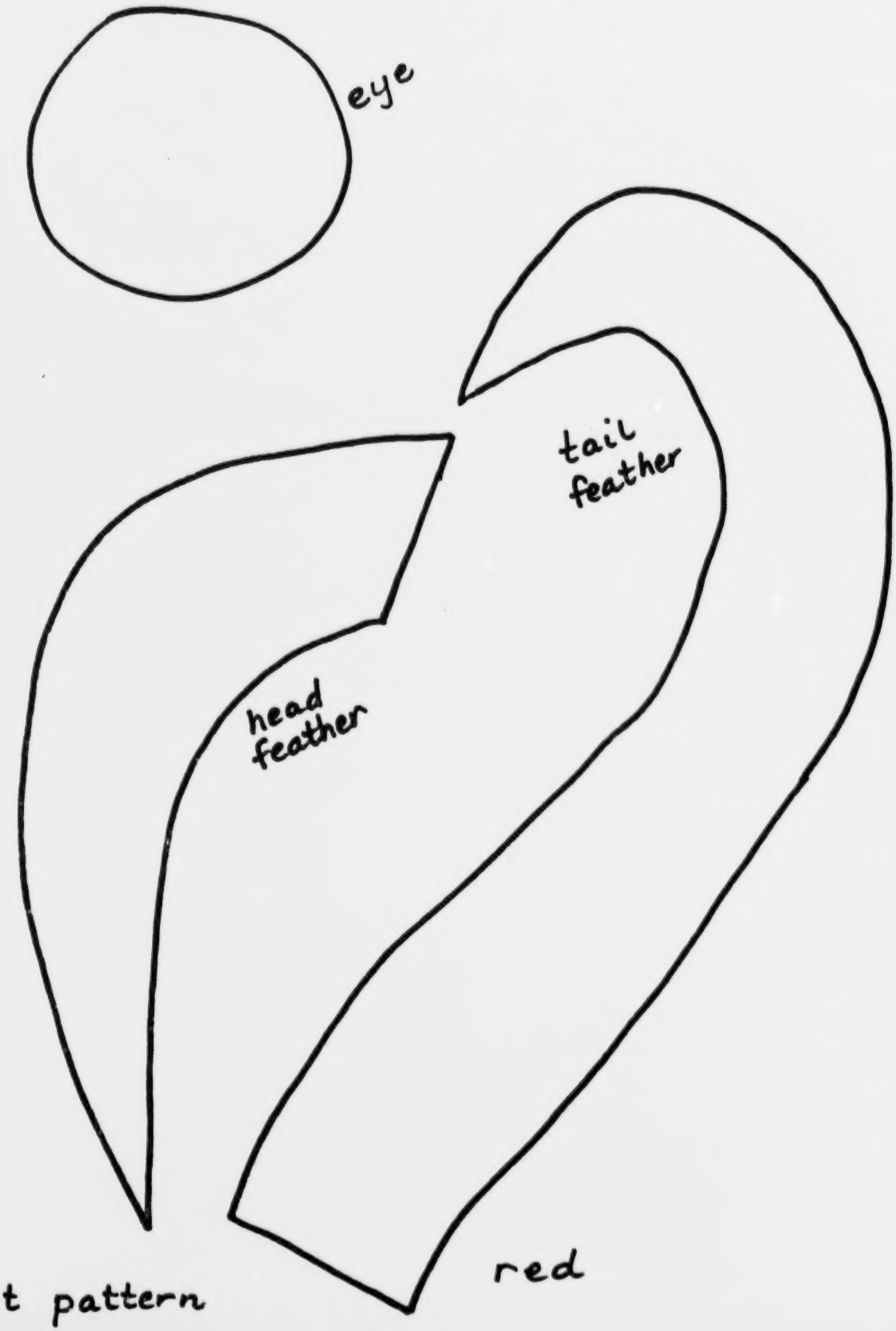


Monkey pattern - brown

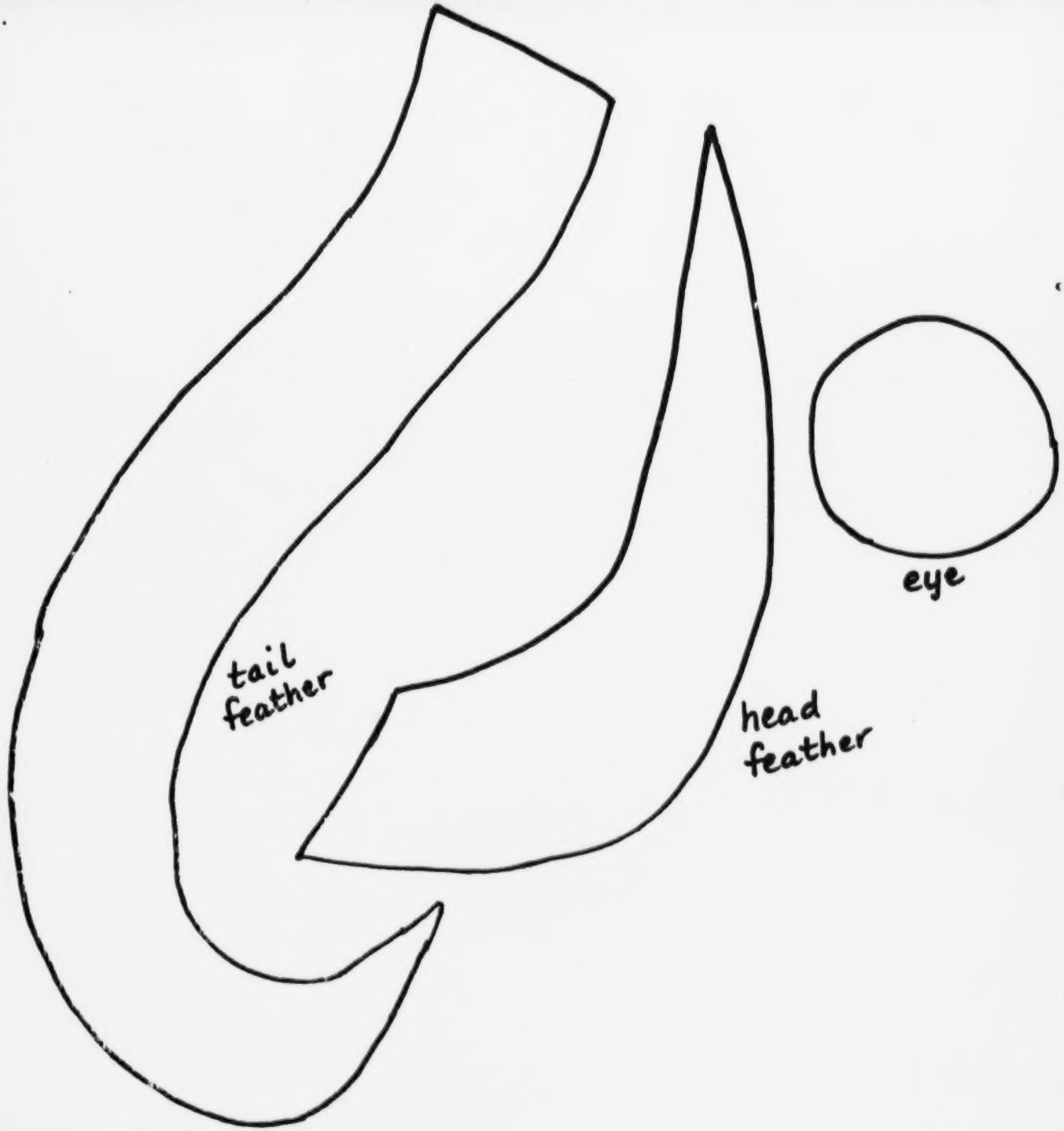


Monkey patterns brown

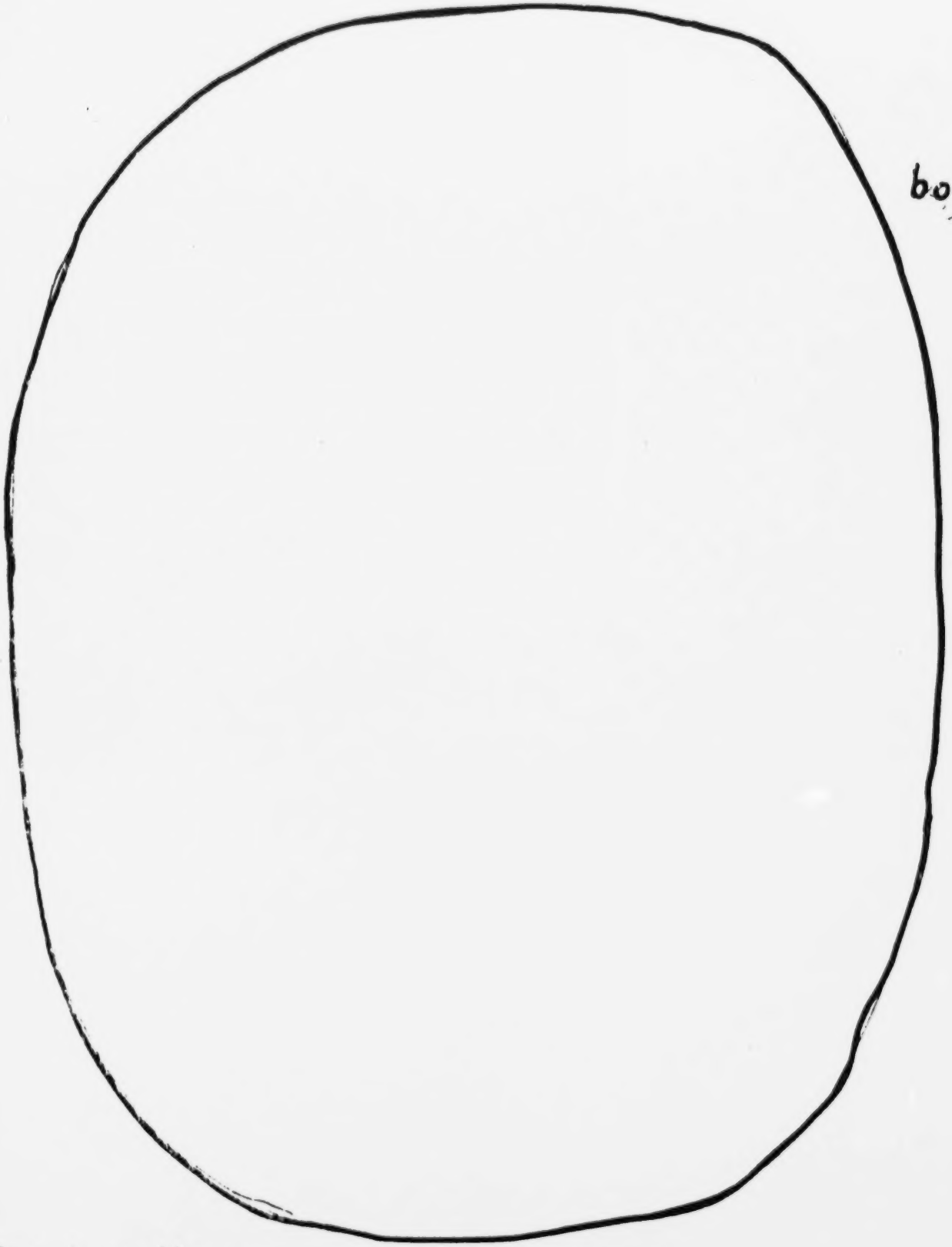

tail feathers
eye
head feathers
Parrot pattern
purple



Parrot pattern

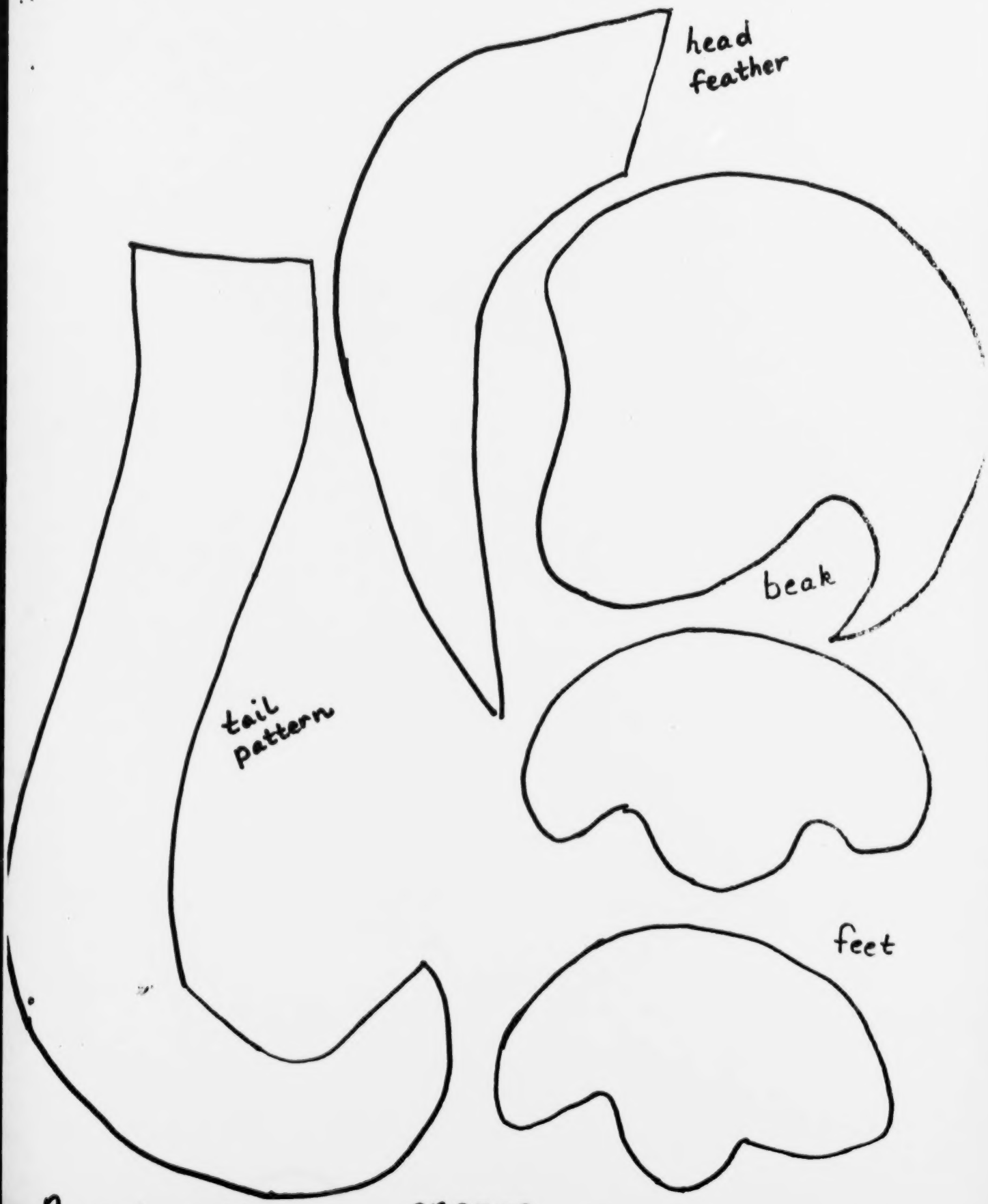


Parrot pattern yellow

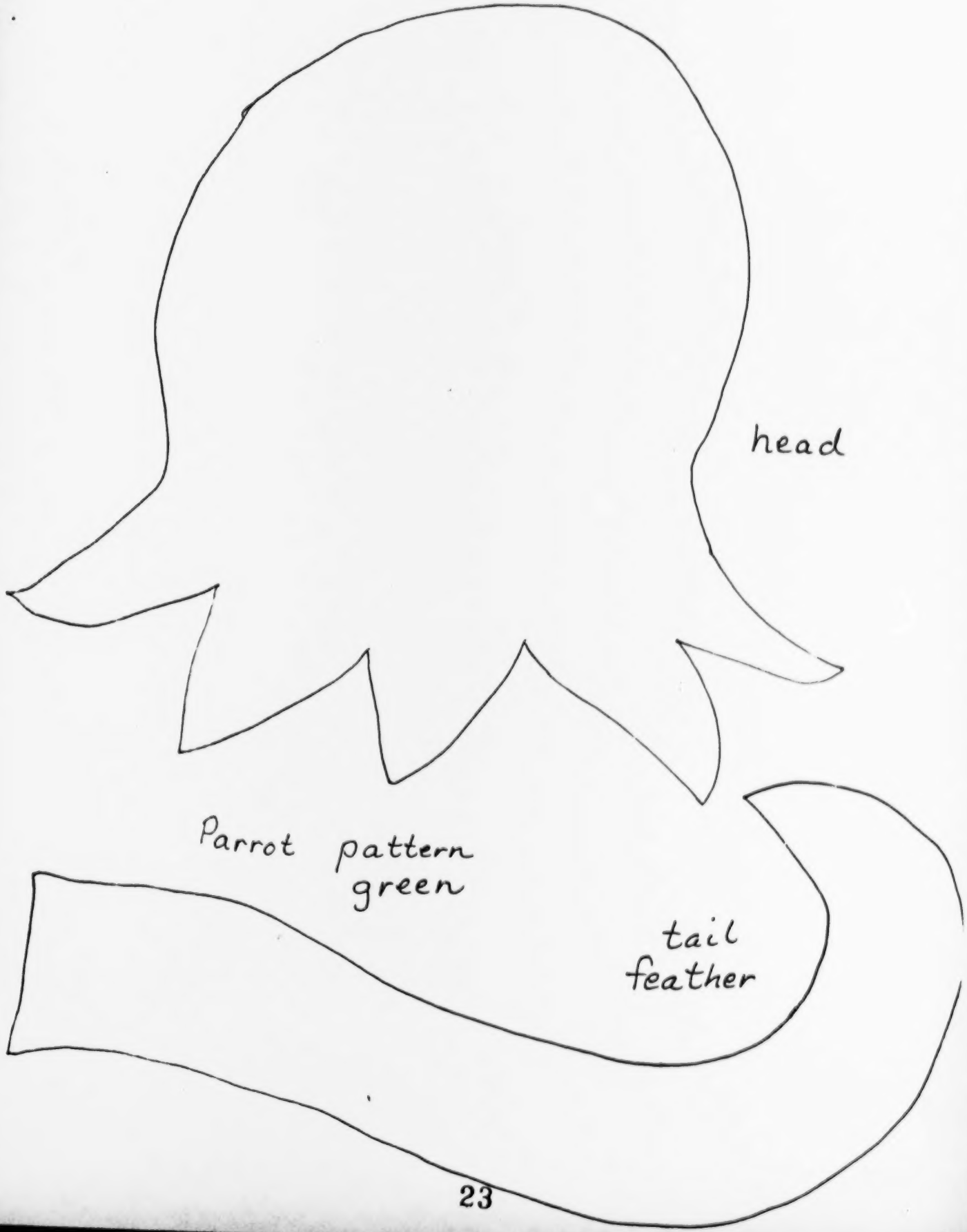


Parrot pattern

red



Parrot pattern orange


head
Parrot pattern
green
tail
feather

This is a volcano.

THIS IS A SEA COAST. THE OCEAN COMES RIGHT UP TO THE LAND.

THIS IS A JUNGLE.